

# MA/TESL and PCMI Program Outcomes Self-Assessment

The MA/TESL and PCMI programs have ten learning outcomes covering the range of knowledge and skills we expect graduates of the programs to have. Currently we assess learning in these areas through assessments in various classes, but we have never asked students to monitor their own learning against these outcomes. The purpose of this self-assessment is for you to be aware of these goals and the extent to which you think you meet them. This should be very helpful in the building of your Portfolio as well as in your future career.

**Instructions:** Each of the ten learning outcomes for the program is listed below with three example questions. Do NOT write an answer for each item, but instead THINK ABOUT how you would answer the questions and then give a rating of 1-5 in the “confidence” column:

- 1 = I have no idea.
- 2 = I could answer this, but I'd be guessing.
- 3 = I think I could answer this, based on what I've read or observed.
- 4 = I can answer reasonably confidently, based on my experience, reading, and observations.
- 5 = I am completely confident in my answer to this.

**In addition, give a rating from 1-3 in the “value” column:**

- 1 = I don't understand why this is topic important or relevant.
- 2 = I think I know why this topic is somewhat important and relevant.
- 3 = I completely understand why this topic is important and relevant.

**Learning Outcome 1:** Students will demonstrate understanding of the nature and structure of language, and the structure of English, on phonological, morphological, syntactic, semantic, discourse, and pragmatic levels.

1. Explain the differences in the pronunciation of the endings of these words: *talked*      *learned*      *ended*
  
2. Why can we say *I have questions* but not *I have question*?
  
3. Account for the negotiation of meaning in the following conversation:  
*A: Look at the time!*  
*B: Sorry, I ran out of gas.*

confidence	value

**Learning Outcome 2:** Students will demonstrate understanding of the process of language acquisition and its effects on language learning.

1. What role does *corrective feedback* (“error correction”) play in language learning?
2. What advantages do adults have over children in learning a second/other language?
3. Why are *scaffolding*, *input*, and *interaction* so important in a language classroom?

confidence	value

**Learning Outcome 3:** Students will demonstrate understanding of the socio-cultural contexts in which languages are acquired and their effects on communication and language learning.

1. You hear a colleague say: “Immigrant children learning English at school should only speak English at home.” What arguments might you give in opposition to this position?
2. You are teaching English in a high school in Japan. You hear students speaking Japanese to each other in class. Would you react? How?
3. What sociocultural obstacles might ESL students face as they integrate into a mainstream classroom environment, and what are some ways you can facilitate their success?

confidence	value

**Learning Outcome 4:** Students will demonstrate sensitivity to diverse cultures both within and outside the United States, and knowledge of the role English has played and plays in the world.

1. Students in your ESL class are working on a group project. A student from one culture complains to you that classmates from another culture are “lazy” and that she is doing all of the work. How would you respond to her in a way that respects both her culture and that of her classmates?
  
2. What is the difference in AAVE (BVE) between “She working” and “She be working”?
  
3. You have a diverse class of students and you want to put them into groups to work on a project. What considerations would you make as you group them?

confidence	value

**Learning Outcome 5:** Students will demonstrate knowledge of the principles of course design, curriculum development, and language assessment.

1. You have been asked to teach a 10-week low-level (beginner) reading class for adult immigrants and refugees. In what order would you think about the following:
  - a. the textbook
  - b. the number of students in the class
  - c. what the students want to learn
  - d. what is on the final exam
  - e. the students’ literacy background
  - f. the learning outcomes for the class
  
2. Give an example of one kind of informal and formal assessment in each of the macroskill areas.
  
3. How can a mind-map be an assessment tool?

confidence	value

**Learning Outcome 6:** Students will demonstrate understanding of principles of language pedagogy, and ability to apply them effectively in a variety of teaching contexts.

1. Somebody observes you teaching and gives you the following feedback: “You need to work on your classroom management skills.” What sorts of things might they be talking about?
2. What might an observer of your teaching mean by this feedback: “You need to be more learner-centered”? What kinds of things could you do to address this in your teaching?
3. You have a reading about diversity in the US from *The New Yorker* that you’d like to use for an intermediate level reading course. How would you scaffold and supplement your materials?

confidence	value

**Learning Outcome 7:** Students will demonstrate the ability to reflect and evaluate on their own teaching practice, to evaluate theories, methods, techniques, and materials.

1. You have given a test or quiz to your class and all students have done poorly on it. How would you handle this?
2. Identify one specific way in which theory has informed your teaching practice.
3. What are some ways you can evaluate your own teaching in the classroom?

confidence	value

**Learning Outcome 8:** Students will demonstrate the ability to express thoughts in writing and orally; to develop and support ideas, synthesize information, present information clearly in papers and oral presentations, and to follow conventions of the discipline for citations.

1. Your professor has asked you to limit your PowerPoint presentation to 5 slides with no more than 10 words per slide? Why might she have imposed these limits?

confidence	value

2. What is a literature review? How does it relate to an action research project?
3. What is the difference between quoting, paraphrasing, and summarizing the ideas of others? How should these be cited?


**Learning Outcome 9:** Students will demonstrate professional and collaborative interpersonal skills.

1. A professor in the program has given you an assignment which you think is a total waste of time. What would you do?
2. You go to observe an ESL class and it's a disaster. You mention this to another MA/TESL student, who says that teacher is "totally incompetent" and starts telling you a lot of negative things he has heard about that teacher. What would you do?
3. You have been hired to teach in a language program, and the director asks you to do a professional development training for your colleagues. Give two topics that you might propose.

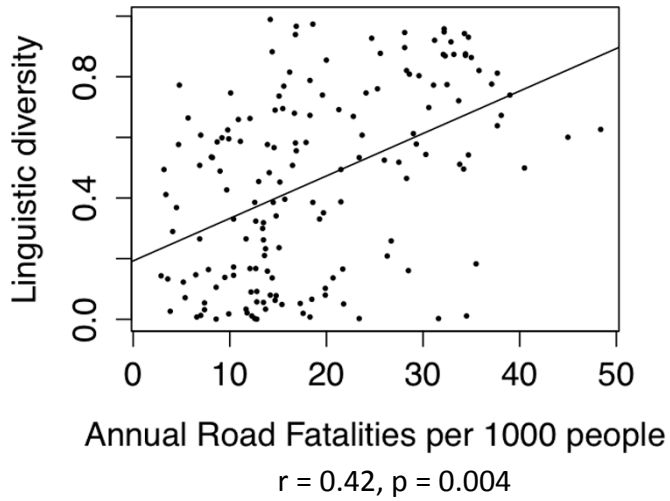
confidence	value

**Learning Outcome 10:** Students will demonstrate knowledge of how research is conducted in the field and an ability to conduct and analyze their own research.

1. Why is it important for classroom teachers to be active researchers?
2. Explain and exemplify the differences between qualitative and quantitative research. Why might you need to do both?

confidence	value

3. Can you interpret and critique the following data?



--	--

Is there anything that you are hoping to learn in this program that is not covered by the learning outcomes above?